Subject Index

Bibliographies

Durst, Russel, K. & Marshall, James. Annotated bibliography of research in the teaching of English. *20*(4), 410–429.

Marshall, James D. & Durst, Russel K. Annotated bibliography of research in the teaching of English. *20*(2), 198–215.

Comprehension

Coomber, James L., Ramstad, David A. & Sheets, DeeAnn R. Elaboration in vocabulary learning: A comparison of three rehearsal methods. *20*(3), 281–293.

Feitelson, Dina, Kita, Bracha & Goldstein, Zahava. Effects of listening to series stories on first graders' comprehension and use of language. *20*(4), 339–356.

Language and Literacy

Dyson, Anne Haas. Transitions and tensions: Interrelationships between the drawing, talking, and dictating of young children. *20*(4), 379–409.

Purves, Alan C. & Purves, William C. Viewpoints: Cultures, text models, and the activity of writing. *20*(2), 174–197.

Literature

Zaharias, Jane A. The effects of genre and tone on undergraduate students' preferred patterns of response to two short stories and two poems. *20*(1), 56–68.

Spelling

Ormrod, Jeanne Ellis. Learning to spell: Three studies at the university level. *20*(2), 160–173.

Writing

Benton, Stephen L. & Blohm, Paul J. Effect of question type and position on measures of conceptual elaboration in writing. *20*(1), 98–108.

Daiute, Colette. Physical and cognitive factors in revising: Insights from studies with computers. *20*(2), 141–159.

Dickinson, David K. Young children's collaborative writing at the computer. *20*(4), 357–378.

Fitzgerald, Jill & Spiegel, Dixie Lee. Textual cohesion and coherence in children's writing. *20*(3), 263–280.

Haas, Christina & Hayes, John. What did I just say? Reading problems in writing with the machine. *20*(1), 22–35.

Hilgers, Thomas L. How children change as critical evaluators of writing: Four three-year case studies. *20*(1), 36–55.

Hudson, Sally A. Context and children's writing. *20*(3), 294–316.

Kaufer, David S., Hayes, John R. & Flower, Linda. Composing written sentences. *20*(2), 121–140.

North, Stephen M. Writing in a philosophy class: Three case studies. *20*(3), 225–262.

Rubin, Donald L. & Rafoth, Bennett A. Social cognitive ability as a predictor of the quality of expository and persuasive writing among college freshmen. *20*(1), 9–21.

Swanson-Owens, Deborah. Identifying natural sources of resistance: A case study of implementing writing across the curriculum. *20*(1), 69–97.

Winterowd, W. Ross. Viewpoints: Dramatism and the composing process. *20*(3), 317–327.

Author Index

Benton, Stephen L. Effect of question type and position on measures of conceptual elaboration in writing. *20*(1), 98–108.

Blohm, Paul J. See Benton, Stephen L.

Coomber, James E. Elaboration in vocabulary learning: A comparison of three rehearsal methods. *20*(3), 281–293.

Daiute, Colette. Physical and cognitive factors in revising: Insights from studies with computers. *20*(2), 141–159.

Dickinson, David K. Young children's collaborative writing at the computer. *20*(4), 357–378.

Durst, Russel K. Annotated bibliography of research in the teaching of English. *20*(4), 410–429.

Durst, Russel K. See Marshall, James D.

Dyson, Anne Haas. Transitions and tensions: Interrelationships between the drawing, talking, and dictating of young children. *20*(4), 379–409.

Feitelson, Dina. Effects of listening to series stories on first graders' comprehension and use of language. *20*(4), 339–356.

Fitzgerald, Jill. Textual cohesion and coherence in children's writing. *20*(3), 263–280.

Flower, Linda. See Kaufer, David S.

Goldstein, Zahava. See Feitelson, Dina.

Haas, Christina. What did I just say? Reading problems in writing with the machine. *20*(1), 22–35.

Hayes, John R. See Haas, Christina.

Hayes, John R. See Kaufer, David S.

Hilgers, Thomas L. How children change as critical evaluators of writing: Four three-year case studies. *20*(1), 36–55.

Hudson, Sally A. Context and children's writing. *20*(3), 294–316.

Kaufer, David S. Composing written sentences. *20*(2), 121–140.

Kita, Bracha. See Feitelson, Dina.

Marshall, James D. Annotated bibliography of research in the teaching of English. *20*(2), 198–215.

Marshall, James D. See Durst, Russel K.

North, Stephen M. Writing in a philosophy class: Three case studies. *20*(3), 225–262.

Ormrod, Jeanne Ellis. Learning to spell: Three studies at the university level. *20*(2), 160–173.

Purves, Alan C. Viewpoints: Cultures, text models, and the activity of writing. *20*(2), 174–197.

Purves, William C. See Purves, Alan C.

Rafoth, Bennett A. See Rubin, Donald L.

Ramstad, David A. See Coomber, James E.

Rubin, Donald L. Social cognitive ability as a predictor of the quality of expository and persuasive writing among college freshmen. *20*(1), 9–21.

Sheets, DeeAnn R. See Coomber, James E.

Spiegel, Dixie Lee. See Fitzgerald, Jill.

Swanson-Owens, Deborah. Identifying natural sources of resistance: A case study of implementing writing across the curriculum. *20*(1), 69–97.

Winterowd, W. Ross. Viewpoints: Dramatism and the composing process. *20*(3), 317–327.

Zaharias, Jane A. The effects of genre and tone on undergraduate students' preferred patterns of response to two short stories and two poems. *20*(1), 56–68.